

## Tilburg University

### Teaching literacy-diverse classes

Broeder, Peter; van Wijk, Carel

*Publication date:*  
2015

[Link to publication in Tilburg University Research Portal](#)

*Citation for published version (APA):*

Broeder, P., & van Wijk, C. (2015). *Teaching literacy-diverse classes: Challenges, opportunities and proper prior training*. 1. Paper presented at EAPRIL 2015, Luxembourg, Luxembourg.

#### General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

#### Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

## Component skills in reading

The component skills in reading comprehension can be summarized in four levels, going from simple to complex, reflecting the ability to deal with increasingly difficult texts and penetrating into them more and more deeply.

### **Level 1: Recognizing and understanding information given literally in the text**

- The ability to indicate the core content of each sentence in the text.
- The ability to apply strategies to find out word meanings.

### **Level 2: Deriving information immediately following from the text**

- The ability to indicate the meaning relations between neighboring sentences in a paragraph.
- The ability to apply strategies to cursorily explore the structure and content of paragraphs.

### **Level 3: Integrating information supplied in multiple places in the text**

- The ability to indicate expectations with regard to what follows in the text and to relate this to what preceded.
- The ability to apply strategies to establish the main idea of the text as a whole.

### **Level 4: Evaluating information in the text in relation to one's knowledge of the world**

- The ability to place the content of a text in a wider perspective by relating it to one's own experience and one's own knowledge of the world.
- The ability to apply strategies to determine the perspective and the intention of the author.

## References

- Broeder, P., & M. Stokmans (2012), The teacher as reflective practitioner: Professional roles and competence domains, *International Proceedings of Economics Development and Research*, 33, 5-9.
- Broeder, P. & C. van Wijk (2012), Diversity and education in languages: the European situation, In: H. Jimbo, K. Hisamura, M. Oda, Y. Usui & L. Yoffe (eds.), *A comprehensive study on the framework of English language teachers' professional development in Japan*, Tokyo: JACET SIG, p. 145-151.
- Kistemaker, M., Broeder, P., & Wijk, C. van (2013). Handling multilingualism in secondary education: a teachers' perspective. *Proceedings of Inaugural European Conference on Language Learning "Shifting Paradigms: Informed Responses"*. Nagoya, Japan: IAFOR, p. 345-356.
- Broeder, P. & C. van Wijk (2015). *A PIRLS approach to literacy understanding in secondary education*. SHS web of conferences 16 (9th International Conference: "Literacies and Effective Learning and Teaching for All, Paris) (DOI: <http://dx.doi.org/10.1051/shsconf/20151601001>).